

Evaluating the quality of rater-mediated assessments

George Engelhard, Jr.
Emory University

The purpose of this paper is to describe criteria based on Rasch measurement theory for evaluating the quality of rater-mediated assessments. The conceptual model for measurement is based on Engelhard and Myford (2003), while the psychometric model and the specific criteria for evaluating rater judgments are based on the requirements of invariant measurement (Engelhard, 2002). The conceptual model, psychometric model, and criteria for invariant measurement will be illustrated using data sets from rater-mediated assessments of writing ability, English achievement, and teacher accomplishment.

References

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Topic areas: Educational measurement, item response theory, Rasch measurement, rater-mediated assessments, performance assessments, applications